DOCUMENT RESUME

ED 231 138 EC 152 515

| | |
|---|---|
| TITLE | A Project to Provide Training Assistance to States Relative to Personnel Planning and Development in Special Education. Final Report, 1979-1982. Special Project. |
| INSTITUTION | Missouri Univ., Columbia. Dept. of Special Education. |
| SPONS AGENCY | Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation. |
| PUB DATE | 82 |
| GRANT | G007900932 |
| NOTE | 76p. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC04 Plus Postage. |
| DESCRIPTORS | Conferences; *Disabilities; Elementary Secondary Education; Employment Statistics; Federal Legislation; Government Role; *Inservice Education; Needs Assessment; *Personnel Management; *Program Development; Publications; *Special Education Teachers; Specialists; *Staff Development; State Departments of Education; Technical Assistance; Workshops |
| IDENTIFIERS | *Education for All Handicapped Children Act |

ABSTRACT

A final project report of the Project on Cooperative Manpower Planning in Special Education of the University of Missouri-Columbia is presented, along with the introductory sections of seven reports and handbooks produced as part of the project. The objective of the project was to provide technical assistance to State Education Agencies during 1979-1982 and to help establish Comprehensive Systems of Personnel Development (CSPD), as required by P.L. 94-142, the Education for All Handicapped Children Act. Project activities and accomplishments are discussed in regard to four major categories: needs assessment activities, products and publications, workshops and symposia, and technical assistance. Overviews are presented of the following needs assessment activities: 1980 and 1982 national state of the art studies of state involvement in CSPD activities (e.g., planning, needs assessment, and inservice training); the supply and demand of specific special education personnel; and trends in special education service delivery, training, and attrition within each state. Excerpts are appended of the projects' seven publications relating to CSPD development and implementation. In addition to the 1980 and 1982 CSPD survey reports, the other publications concern the Missouri Symposium on Doctoral Programming in Special Education and the following CSPD considerations: a manpower data management system, needs assessment, evaluation, and inservice education. The focus of the 1980 regional workshops was on the content and strategies involved in updating, establishing, implementing, and evaluating CSPDs. Objectives of the 1982 workshops included providing technical assistance relative to CSPD components and presenting an example of computerized information sharing. (SEW)

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ED231138

FINAL REPORT

1979-82

Special Project

(Supported Under the Provisions of Public Law 91-230)

to

# A Project to Provide Training Assistance to States Relative to Personnel Planning and Development in Special Education

Department of Special Education
College of Education
University of Missouri-Columbia

Grant No. G007900932

EC 15 2515

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# PREFACE

Included within this Final Report is a delineation of the many activities and accomplishments attained by the Project on Cooperative Manpower Planning in Special Education, Department of Special Education, University of Missouri-Columbia through its Special Project (Public Law 91-230) for the project period 1979-1982. Without question, the achievements that have occurred throughout the duration of the project period are the result of the efforts of many individuals. First and foremost, recognition should be given to those persons in State educational agencies, particularly the CSPD Coordinators, who have worked so diligently to bring about personnel planning and development in their respective States. Secondly, special appreciation is extended to those many individuals who advised the Project in its symposia, development of publications, and workshop activities. Thirdly, the Project Staff, particularly Dr. Janice R. Duncan, Ms. Donna J. Ruder, Dr. Cyrus Freston and Dr. James C. Chalfant are especially recognized for their excellent contributions during the project period. Finally, special mention should also be made of many of the staff in the Division of Personnel Preparation, DEP, DOE, for their support and continuous encouragement through the years: Dr. Edward Sontag, who was so helpful in getting the initial Project "off the ground"; Dr. Philip Burke, Dr. William Peterson and Dr. James Siantz who gave of their time and expertise to the Project as Project Officers; and Mr. Joseph T. Gilmore, who was not only a very helpful and supportive Project Officer from 1979-82, but who continually inspired the Project staff to strive for quality technical assistance relative to CSPD.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

# INTRODUCTION

From June 1, 1976, to May 31, 1979, the University of Missouri-Columbia administered a Special Project focusing upon the development and expansion of manpower planning systems in special education in each of the fifty States, District of Columbia, and five territories. Initially, the "Project on Cooperative Manpower Planning in Special Education" concentrated on providing technical assistance relative to the 1974 DPP/BEH "Directive on Cooperative Manpower Planning", which was primarily in relation to PART D training monies. Beginning in 1977, however, the Project efforts also included, to an increasing degree, the Personnel Development Section of Public Law 94-142 [Sections 613 (a) (3) and 614 (a) (1) (c) (i)] of the Act; i.e., the establishment of a "comprehensive system of personnel development". In this regard, it became apparent to most professionals working in this field that the purposes and desired outcomes of the 1974 DPP/BEH "Directive" and the Personnel Development Section of Public Law 94-142 were essentially the same and should, in fact, function within the same framework.

From June 1, 1979, to September 30, 1982, the University of Missouri-Columbia administered a second three-year Special Project focusing upon many of the training assistance activities initiated during the first three-year cycle. Included in this Final Report is a summary of the many activities in which the Project was involved for the period of 1979-1982. To be sure, the accomplishments of the Project are due to the efforts of many individuals.

## MAJOR ACTIVITIES AND ACCOMPLISHMENTS

The primary and ultimate goal of the Project was to assist each of the fifty-six States in fully implementing by 1982 the Personnel Development sections of Public Law 94-142 [Sections 613 (a) (3) and 614 (a) (1) (c) (i)]. Although the Project's Fourth Status Study indicated that this goal of "full implementation" by 1982 was not achieved, it also revealed that considerable progress in State CSPD implementation had occurred during that period between 1979 and 1982. Through its various technical assistance activities, the Project did serve as a catalyst for many of the positive changes and developments that did occur relative to State CSPD implementation.

With the above as the ultimate goal of the Project, the following were the primary objectives (functional responsibilities) of the Project during the period beginning June 1, 1979, and ending on September 30, 1982:

1. To provide training assistance to individual States, as requested, relative to CSPD.
2. To create forums whereby State and Nationally concerned educators can convene to develop and share ideas relating to personnel planning and development in special education.
3. To develop and disseminate materials and media that would assist States in the establishment of their respective CSPDs.
4. To review and document existing research and other publications relative to personnel planning and development.
5. To periodically develop and implement surveys to assess the "state-of-the-art" as it relates to the various aspects of CSPDs.

In brief, the Project provided technical assistance to State Education Agencies (SEAs) and other concerned agencies and groups through such activities as: on-site consultation; development and dissemination of needs assessment instruments; review and/or development and dissemination of pertinent manuals, technical papers, and relevant media materials; sponsor-

ing and supporting needed meetings and conferences relative to cooperative manpower planning; and, in general terms, serving as a ready resource that SEAs and other agencies or committees could tap to obtain "feedback," direction and encouragement.

Although generally agreed-upon planning procedures did, in certain instances, evolve as the Project personnel interacted with the various State planning committees, these occurred only because of their apparent utility and/or validity. No attempt was made to encourage conformity among the fifty-six States relative to personnel planning and development; to do so could have stifled creativity and innovation and would not have shown adequate sensitivity to the uniqueness and diversity of training efforts and problems within individual States. This consideration of "uniqueness and diversity" among the States became paramount in importance when considering some of the situations and pressures in various States relative to: (1) declining pupil enrollments; (2) school budget crises; (3) teacher unions; (4) teacher certification issues; and (5) pending litigation concerns.

In fulfilling these responsibilities, the Project has participated in and developed various activities, projects, workshops, and publications. These activities and accomplishments can be viewed in four major categories: Needs Assessment Activities, Products and Publications, Workshops and Symposia, and Technical Assistance.

Needs Assessment Activities

To determine the present state-of-the-art of manpower planning and to allow input from the field regarding manpower planning on a National level, two studies were conducted:

A. In 1980 the Project conducted its third national state-of-the-art study relative to State CSPD implementation. This study investigated

state involvement in CSPD committees and other CSPD activities pertinent to the various CSPD components; e.g., participatory planning, needs assessment and inservice training. The third study also examined some general trends relative to supply and demand of specific special education personnel categories. The target participants of this status study were limited to SEA representatives, since the primary emphasis of the study focused on SEA directed activities. Information was obtained from 49 states, Washington, D.C., American Samoa and Puerto Rico.

Purposes of the 1980 Status Study

1. Survey the states to determine the current response to and compliance with the CSPD section of Public Law 94-142;
2. Identify the specific State Education Agency (SEA) conducted activities related to the various components of the CSPD Sections of Public Law 94-142, including activities relating to participatory planning, needs assessment, inservice training, preservice training, dissemination and adoption of promising practices, evaluation and technical assistance;
3. Determine the status of each state's CSPD Committee and examine the Committee's involvement in CSPD activities within the state; and
4. Identify general trends in and status of specific special education personnel categories relative to supply and demand.

The results of this study, A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study, were developed and disseminated nationally in December, 1980. (Please see Appendix A.)

B. In 1982 the Project conducted a fourth national state-of-the-art study. The purposes of this fourth study included not only all of the purposes of the 1980 study, but also investigated the existence of certain trends in special education service delivery, training, and attrition within each state. The targeted participant for the

1982 study was the primary CSPD individual in the SEA of each of the 50 states, Washington, D.C., and the five territories. Responses were received from 48 states, Washington, D.C., American Samoa, Guam, Puerto Rico and the Trust Territories. The specific purposes for the 1982 status study were as follows:

1. Survey the states to determine the current response to and compliance with the CSPD Section of Public Law 94-142;

2. Identify the specific State Education Agency (SEA) conducted activities related to the various components of the CSPD Section of Public Law 94-142, including activities pertaining to participatory planning, needs assessment, inservice training, preservice training, dissemination and adoption of promising practices; evaluation and technical assistance;

3. Determine the status of each state's CSPD Committee and examine the Committee's involvement in CSPD activities within the state;

4. Identify perceived status of supply and demand of specific special education personnel categories; and

5. Investigate the perception of existing trends within the states pertaining to delivery of special education services, training, and teacher attrition.

The results of the fourth study, A National Survey of Comprehensive Systems of Personnel Development: A Fourth Status Study, were developed and disseminated nationally in September, 1982. (Please see Appendix B.)

The information resulting from the Project's four status studies have served to document the existing state-of-the-art of CSPD activities and have identified trends in the general development of CSPD. In addition, the analyses of responses to certain items have suggested common problems or concerns and have frequently identified possible solutions to or sources of information regarding these problems. Comments from the field have indicated that information about CSPD activities in other states provides valuable information to individuals involved with or interested in personnel preparation in special education.



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## Products and Publications

As a result of the various activities in which the Project was involved during the period 1979-1982, seven (7) documents relating to CSPD development and implementation have been published. These documents have been nationally disseminated and are listed below:

Schofer, Richard C. and Chalfant, James C. (Eds.) The Missouri Symposium on Doctoral Programming in Special Education: Considerations for the 1980s, Department of Special Education, University of Missouri-Columbia, December, 1979. (Please see Appendix C.)

Lehr, Donna and Meyen, Edward L. Comprehensive System of Personnel Development: A Manpower Data Management System, Department of Special Education, University of Missouri-Columbia, December, 1980. (Please see Appendix D.)

Schofer, Richard C. and Duncan, Janice R. A National Survey of Comprehensive Systems of Personnel Development: A Third Status Study. Department of Special Education, University of Missouri-Columbia, December, 1980. (Please see Appendix A.)

Chalfant, James C., Duncan, Janice R., Meyen, Edward L., Schofer, Richard C., and Ueberle, Jerrie. Comprehensive System of Personnel Development: Needs Assessment Considerations. Department of Special Education, University of Missouri-Columbia, June, 1981. (Please see Appendix E.)

Duncan, Janice R., Olsen, Robert M. and Schofer, Richard C. Comprehensive System of Personnel Development: Evaluation Considerations. Department of Special Education, University of Missouri-Columbia, May, 1982. (Please see Appendix F.)

Schofer, Richard C. and Duncan, Janice R. A National Survey of Comprehensive Systems of Personnel Development: A Fourth Status Study. Department of Special Education, University of Missouri-Columbia, September, 1982. (Please see Appendix B.)

Duncan, Janice R., Ueberle, Jerrie and Schofer, Richard C. Comprehensive System of Personnel Development: Inservice Considerations. Department of Special Education, University of Missouri-Columbia, September, 1982. (Please see Appendix G.)

## Workshops and Symposia

During the grant period from 1979 to 1982, the Project sponsored two series of regional workshops focusing upon strategies and methodologies for implementing the CSPD sections of Public Law 94-142. In both series of workshops the primary target participants were the CSPD coordinators

in State education agencies. It is to be noted, however, that almost every individual workshop included college and university personnel, local school district personnel, and, on occasion, special and regular education teachers and parents.

## 1980 CSPD WORKSHOPS

Seven Regional Workshops were held which focused upon the content, strategies, methodologies involved in updating, establishing, implementing, and evaluating comprehensive systems of personnel development (CSPD), under Public Law 94-142.

Each Regional Workshop was targeted for 5-9 States. Each State was invited to send four representatives: 1) State Director of Special Education; 2) Part D/CSPD Coordinator; 3) a regular educator; and 4) a college or university person who was actively involved with CSPD. Staff for the workshops included Project staff, selected consultants, and representatives from some other national impact projects which relate to CSPD activities. These workshops were structured in such a manner as to facilitate an interchange of ideas and concerns relative to personnel planning and development in the education of the handicapped.

### Workshop Schedule

| | |
|---|---|
| February 3-5, 1980 | Oklahoma City, Oklahoma |
| February 10-12, 1980 | Atlanta, Georgia |
| February 17-19, 1980 | Reno, Nevada |
| February 24-26, 1980 | Boise, Idaho |
| March 11-13, 1980 | Columbus, Ohio |
| March 18-20, 1980 | Minneapolis, Minnesota |
| March 4-6, 1980 | Newton, Massachusetts |

In total, about 85 individuals participated in the seven workshops; 43 States sent one or more representatives. (Please see Appendix H for more information relative to these workshops.)

## 1981-82 CSPD WORKSHOPS

Five Regional Workshops were held from November 1981, to March 1982. The primary purpose of these workshops was to provide technical assistance to SEA personnel and others who have responsibilities for developing and implementing CSPD at the State level. More specifically, the workshops were intended to:

a. Encourage the sharing of information and experiences among States;

b. Identify pertinent problems and issues;

c. Provide technical assistance relative to specific components of CSPD; and

d. Present an example of computerized information sharing within the field; i.e., SpecialNet.

### Workshop Schedule

| | |
|---|---|
| November 15-17, 1981 | San Francisco, California |
| December 13-15, 1981 | Atlanta, Georgia |
| February 3-5, 1982 | Oklahoma City, Oklahoma |
| February 14-16, 1982 | Providence, Rhode Island |
| February 28-March 2, 1982 | Columbus, Ohio |

In total, about 90 individuals participated in the five workshops; 44 States sent one or more representatives. (Please see Appendix I for a copy of a workshop agenda.)

## Symposia

### Needs Assessment

Three Symposiums were held in May, July, and October of 1980 in order to address the interest and concern relative to the needs assessment aspect of the Comprehensive System of Personnel Development (CSPD) sections of Public Law 94-142. It was recognized that the quality of services provided to handicapped children and youth is, in part, dependent on the systematic assessment and interpretation of needs within the field, followed by appropriate action related to those needs. The Symposiums were used as a forum to discuss the importance, concerns, and strategies associated with needs assessment in the context of CSPD. The document that eventually resulted from these symposiums was Comprehensive System of Personnel Development: Needs Assessment Considerations. (Please see Appendix E.)

### Evaluation

In June, 1981, the Project sponsored a Symposium on CSPD Evaluation. This symposium was held in Columbia, Missouri, and included an LEA special education administrator, three IHE personnel, two current and one former SEA personnel, a national leader in dissemination and adoption and an evaluation specialist. The primary purposes of the symposium were to: 1) Conceptualize the role and functions of evaluation within a CSPD framework; 2) Identify issues and concerns commonly associated with such evaluation; and 3) Explore possible evaluation procedures applicable to the personnel development process. It was apparent, based upon the discussions during this symposium, that the evaluation component within CSPD has, in many instances, received only superficial attention. It has too frequently been viewed as an add-on activity to personnel development efforts, rather

than an activity that is integrated into the total process. This minimal attention to evaluation appeared to be due to a limited recognition of its benefits, as well as inexperience with the selection and implementation of basic evaluation procedures. The document that resulted from this symposium was Comprehensive System of Personnel Development: Evaluation Considerations. (Please see Appendix F.)

Technical Assistance

Through the years, on-site consultation relative to CSPD has been provided to States through the utilization of Project staff and through other consultants employed by the Project where special expertise was required.

A. Visitations were made to about forty-three (43) States where presentations and training assistance were provided relative to each State's CSPD. The States visited were as follows:

| | |
|---|---|
| Alabama | Montana |
| Arizona | Nebraska |
| Arkansas | Nevada |
| California | New Hampshire |
| Colorado | New Jersey |
| Connecticut | New York |
| Florida | North Carolina |
| Hawaii | North Dakota |
| Georgia | Ohio |
| Idaho | Oklahoma |
| Illinois | Oregon |
| Indiana | Pennsylvania |
| Iowa | Rhode Island |
| Kansas | South Dakota |
| Kentucky | Tennessee |
| Louisiana | Texas |
| Maine | Utah |
| Maryland | Vermont |
| Massachusetts | Washington |
| Minnesota | Wisconsin |
| Mississippi | Wyoming |
| Missouri | |

B. The Project Director and staff also have made several presentations on manpower planning at various Regional and National Meetings.

## SUMMARY

These activities and accomplishments of this Special Project have been described in this report to provide an indication of the type of support that the Project has given to individuals and agencies in the field relative to personnel planning and development in special education. Through the activities described herein, the Project has served as a source of information, support and has provided substantial assistance in helping personnel involved in the education of handicapped children understand and implement the requirements of the CSPD Sections of Public Law 94-142.

APPENDIX A

# A NATIONAL SURVEY OF COMPREHENSIVE SYSTEMS OF PERSONNEL DEVELOPMENT: A THIRD STATUS STUDY


Investigators:

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

and

Janice R. Duncan, Assistant Professor
Department of Special Education
Teachers College
Ball State University
Muncie, Indiana



December 1980
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri




An Equal Opportunity Institution

## PREFACE

This publication is the result of the third national survey of activities conducted throughout the United States, Washington, D.C., and the Territories, relative to personnel planning in special education. While the first two studies, conducted in 1976 and 1978, investigated the national response to the DPP/BEH "Directive" for manpower planning and the effects of Public Law 94-142 on personnel planning, this study examined the states' involvement in activities related to the Comprehensive System of Personnel Development (CSPD) of Public Law 94-142, plus information on some general trends in supply and demand of specific special education personnel categories.

While it is not the intent of the investigators to present all interpretations and implications which could be drawn from the information gathered from the survey instrument, it is intended to give a valid representation of the survey responses. Thus, within this document, a general summary of information is presented in the second section entitled Summary of the Findings; the summary of each state's responses to the survey instrument is included in the Survey State Summary Sheets (Appendix G) and a summary for all responses to each survey item is included in the National Summary of Responses to the Survey of the Status of CSPD Activities in State Education Agencies (Appendix H). It should be noted that, on occasion, the state summary sheet is incomplete, and the number of responses to an item or percentage of responses indicated for an item do not equal the number of survey respondents. In those instances, this is due to the lack of information or partial information being provided by the respondents. The investigators are, however, responsible for any omissions, inaccuracies or misinterpretations that may be included within the study. Still, it is hoped that this document will provide useful information to states as they continue in their involvement in CSPD activities.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, Missouri

Janice R. Duncan
Assistant Professor
Department of Special Education
Teachers College
Ball State University
Muncie, Indiana

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## OVERVIEW

In 1976 and 1978, National studies were undertaken by the Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, to determine the status of manpower planning in the field of Special Education. Although similar in intent, the two studies differed in emphasis and target populations. Both studies were designed to investigate the status of personnel planning in special education, however, the first status study (1976) was more concerned with each state's response to the BEH Manpower Directive, which advised states to involve college and university personnel, state and local education personnel, parents, and others interested in developing a statewide manpower planning system. The second status study (1978), while concerned with the development of statewide manpower planning systems, also attempted to determine each state's compliance with the Comprehensive System of Personnel Development (CSPD) sections of Public Law 94-142 (see Appendix A).

Specifically, the purposes of the first (1976) status study were to:

1) survey the "X" and "Z" Cycle States to determine the current status of statewide cooperative manpower planning for special education: and

2) give specific attention to the planning strategies employed and to examine the level of state involvement in the manpower planning effort.

Since the BEH Manpower Directive (1974) only applied to "X" and "Z" Cycle States at the time of the 1976 study, only those states were involved in the first status study.

The purposes of the second (1978) status study were to:

1) determine the status of manpower planning in special education in all fifty states, Washington, D.C., and the five territories;

2) determine the changes resulting in those states which participated in the first study; and

3) evaluate the national response to and compliance with the Comprehensive System of Personnel Development sections of Public Law 94-142, i.e., Sections 613(a)(3) and 614(a)(1)(c)(i).

As noted above, while the first status study involved only some of the states, the second status study involved all 50 states, Washington, D.C., and the five territories. This third (1980) status study also involved all the states and territories and its purposes were to:

1) survey the states to determine the current response to and compliance with the CSPD section of Public Law 94-142;

2) identify the specific State Education Agency (SEA) conducted activities related to the various components of the CSPD Section of Public Law 94-142, including activities relating to participatory planning, needs assessment, inservice training, preservice training, dissemination and adoption of promising practices, evaluation and technical assistance;

3) determine the status of each state's CSPD Committee and examine the Committee's involvement in CSPD activities within the state; and

4) identify general trends in and status of specific special education personnel categories relative to supply and demand.

The purposes, rationale and background for the first and second status studies are explained in the documents resulting from the analyses of the responses to each survey.[1] Further information pertaining to each of these studies can be obtained by examining those documents. A general understanding of the conclusions of the 1976 and 1978 surveys can be gained by reading the comparison of the conclusions for these studies, which appears in Appendix B.

As noted in the 1978 conclusions, states were beginning to form a "CSPD Committee" which often supplanted an already-existing "Committee on Cooperative Manpower Planning in Special Education." This trend became more evident with the implementation of Public Law 94-142 and the increasing recognition of the importance of CSPD. Edwin W. Martin, Assistant Secretary for Special Education and Rehabilitative Services, noted problems existing in special education personnel training. These problems tend to limit the ability of state and

local agencies in providing the full range of services to handicapped children as required by Public Law 94-142. Martin goes on to state that the "Office of Special Education considers the CSPD to be the principal vehicle to plan for and implement the preparation of teachers and other support personnel required for the implementation of this Act (Public Law 94-142)."[2] As the principal vehicle of implementation of Public Law 94-142, the importance of CSPD cannot be overly-stressed. For this reason, the Project on Cooperative Manpower Planning in Special Education conducted a third National survey for the purpose of investigating the extent of and nature of involvement of State Education Agencies in CSPD.

Survey Procedure

Since the intent of this third study differed extensively from the previous two studies, only a few of the items from the previous surveys were deemed appropriate for retention in this study. Many new survey items were generated from questions received from the field as the Project staff worked with the various states. Other items were developed from discussions occurring during various CSPD workshops or symposiums sponsored by the Project. In addition, input was sought from various individuals who were requested to make suggestions for specific items which they felt should be deleted, modified, or included in the survey. Those individuals providing such specific input were Ms. Delores John, Missouri Department of Elementary and Secondary Education; Dr. W. Lee Herron, Pennsylvania Department of Education; Ms. Kay Robinson, Illinois Office of Education; Ms. Judy Smith, Dissemin/Action; and Ms. Jerrie Ueberle, Arizona State Department of Education (on leave). The input from these individuals was incorporated into the development of the survey instrument. A copy of the "Survey of Status of CSPD Activities in State Education Agencies" is included in Appendix C.

The Survey was then mailed to a representative in each SEA, Washington, D.C., and the five territories with an accompanying letter explaining the purposes and goals of the Survey (Appendix D). The desired percentage of responses was not received after the first mailing, so a reminder letter with a second copy of the Survey was sent to those not responding (Appendix E). Responses were received from 49 states, Washington, D.C., American Samoa, and Puerto Rico for a total of fifty-two respondents. The list of respondents is included in Appendix F.

## Item Analyses

In analyzing the survey instruments, the responses were recorded by state and by item. The "Summary State Survey Sheets" are included in Appendix G and present a summary of the responses of each state for those items that were not of a subjective or confidential nature. The "Summary Item Survey Sheets" are included in Appendix H and indicate the composite responses of all states for each item. Responses to two items which were thought to be of particular interest to the readers are presented in separate Appendices; i.e., a listing of the current status of CSPD Committee development for each state (Appendix I) and a list of the first five training priority target populations for each state, as identified by its last needs assessment (Appendix J). In addition to the information provided in the Appendices, the responses are summarized in narrative form in the following section of this report ("Summary of Findings").

## Limitations of the Study

It is recognized that certain limitations operated in the development, administration and analyses of this Survey. The conclusions and inferences made from the results of the study are limited to the extent that:

1) the Survey items were valid and reliable;

2) the wording of the items was understood and responded to appropriately by the Survey participants;

3) the methods employed in recording, analyzing and reporting the responses were accurate and reliable;

4) activities, individuals, and procedures associated with various aspects of CSPD are subject to change;

5) the responses are based on information that existed at the time the survey was completed;

6) the degree of application to a particular state would be dependent on the degree of CSPD involvement which that state has; and

7) the subjectivity involved in responding to an item affects the validity and reliability of the response.

It should be noted that extensive and even contrasting interpretations and implications could be drawn from the information acquired through this Survey. In some instances the analysis does include interpretative statements; however, there is no attempt to provide an in-depth analysis of all of the implications of the information presented. Instead, the primary concern of the investigators was to present a valid representation of the responses. Suggestions of possible cause and effect, interpretations of inter-relationships, and inferences about the implications of the results are left to the reader.

---

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APPENDIX B

# A NATIONAL SURVEY OF COMPREHENSIVE SYSTEMS OF PERSONNEL DEVELOPMENT: A FOURTH STATUS STUDY


Investigators:

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

and

Janice R. Duncan, Assistant Professor
Department of Special Education
Teachers College
Ball State University
Muncie, Indiana



September 1982
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri



An Equal Opportunity Institution

## PREFACE

This publication is the result of the fourth national survey of the state-of-the-art relative to CSPD activities in State education agencies throughout the United States, Washington, D.C., and the Territories. Previous studies have investigated responses to the 1974 DPP/BEH "Directive" for cooperative manpower planning, the reaction to the CSPD sections of Public Law 94-142 and general trends in special education personnel supply and demand. This study attempted to examine the current response to and compliance with the CSPD sections of Public Law 94-142; to identify specific SEA activities related to the various components of CSPD; to determine the status of each state's CSPD Committee and its involvement within the state; to consider aspects of supply and demand of specific special education personnel categories; and to investigate perceptions of existing trends within the states pertaining to delivery of special education services, training and teacher attrition.

Much information was gathered from this study and while development of all possible interpretations and conclusions was not feasible, nor desirable, it was our intent to present a valid and complete representation of the survey responses. In order to do this, the information resulting from analyses of the responses is presented in three different manners: 1) all of the survey items are summarized by topic and presented in a narrative format in the Summary of the Findings; 2) information from specific states which was not of a subjective nor a confidential nature is presented on the State Survey Summary Sheets (Appendix E); and 3) each item on the survey instrument is summarized in an aggregate manner and presented in the order of its appearance in the National Summary of Responses to the Survey (Appendix F).

Janice R. Duncan, Assistant Professor
Department of Special Education
Teachers College
Ball State University
Muncie, Indiana

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, Missouri



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## OVERVIEW

Every two years since 1976 the Project on Cooperative Manpower Planning in Special Education, University of Missouri-Columbia, has conducted a national study to determine the status of various personnel preparation activities in the field of special education. These studies, although similar in intent, have differed in emphases and have also differed somewhat in target participants. The first status study, conducted in 1976, focused on the states' responses to the Manpower Planning Directive (1974) issued by the Bureau of Education for the Handicapped (BEH, now Special Education Programs). The Directive advised states to involve college and university personnel, state and local education personnel, parents, and interested others in looking at their personnel needs and resources and in developing a statewide manpower planning system. The target participants of the first status study differed from subsequent studies in two primary ways. In 1976 the BEH Directive only applied to "X" and "Z" funding Cycle States, therefore, only these states were involved in the first status study. Secondly, information was elicited from a representative of each State Education Agency (SEA), as well as from each of the colleges and universities within "X" and "Z" Cycle States which were receiving Program Assistance Grants from the Division of Personnel Preparation (DPP) of BEH. Because of the type of information needed and the differences in these two sources of information, it was deemed appropriate to develop two forms of the questionnaire; one form was for colleges and universities (referred to as the institutional questionnaire) and one was for the SEA (the agency questionnaire). Information was obtained from 36 of the 38 "X" and "Z" Cycle SEAs and from 169 of the colleges and universities within these states.

The second status study, conducted in 1978, examined the development of statewide manpower planning systems and state compliance with the Comprehensive

System of Personnel Development (CSPD) sections of Public Law 94-142. One questionnaire was developed to be sent to two individuals within each of the 50 states, Washington, D.C., and five territories. The participants who received the questionnaires included a representative of a college or university within each state and an SEA individual, both of whom were familiar with their respective state's cooperative manpower planning efforts. Information was received from 53 of the 56 SEA representatives and 49 of the 52 college and university representatives.

The third status study, conducted in 1980, investigated state involvement in CSPD committees and other CSPD activities pertinent to the various CSPD components; e.g., participatory planning, needs assessment and inservice training. The third study also examined some general trends relative to supply and demand of specific special education personnel categories. The target participants of this status study were limited to SEA representatives, since the primary emphasis of the study focused on SEA directed activities. Information was obtained from 49 states, Washington, D.C., American Samoa and Puerto Rico.

More information about the purposes, rationale, and background for the first three status studies is contained in the documents resulting from the analyses of the responses to each survey (Schofer and McGough, 1976; Schofer and Duncan, 1978; Schofer and Duncan, 1980). Further information pertaining to each of these studies can be obtained by examining these documents. A brief summary of the purposes and target participants are presented in Figures 1 and 2. Figure 1 contains the specific purposes of the first three studies and Figure 2 gives a description of the target participants for each of these studies.

# THE MISSOURI SYMPOSIUM ON DOCTORAL PROGRAMMING IN SPECIAL EDUCATION: CONSIDERATIONS FOR THE 1980s

Richard C. Schofer James C. Chalfant

December 1979

Project on Cooperative Manpower Planning
in Special Education
Department of Special Education
University of Missouri-Columbia

## FOREWORD

The Symposium that was held on August 29-31, 1979, is a reflection of the interest and concern that a great many professionals in the field of special education have about the purposes and substance of doctoral programs in special education. Most certainly, the effectiveness of educational services for handicapped children and youth in the decades ahead will, in no small way, be related to the quality of leadership that is prepared in our Nation's graduate schools. This Symposium sought to explore many of the issues inherent in doctoral programming in special education. In order to insure sufficient coverage, we intentionally included a rather large number of topics within the Symposium. It is apparent that each of the individual topics cited in this document could, in and of itself, serve as a theme for another symposium or conference. It is our hope that this document might function as a "springboard" or stimulus for others' efforts in this regard. It is also our hope that this document will have some reflective value to those colleges and universities currently preparing doctoral students in special education and will be a source of guidance for those institutions of higher education contemplating such programs.

Richard. C. Schofer, Chairman
Department of Special Education,
and Director,
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

James C. Chalfant, Visiting Professor
Department of Special Education,
and Coordinator,
Project on Cooperative
Manpower Planning in Special
Education
University of Missouri-Columbia

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## SYMPOSIUM PARTICIPANTS

Dr. Robert L. Erdman
Dean
School of Education
University of Utah
Salt Lake City, Utah

Dr. Veralee B. Hardin
Professor of Education
Department of Special Education
University of Missouri-Columbia

Dr. Lawrence A. Larsen
Associate Professor of Education
Johns Hopkins University
Baltimore, Maryland

Dr. M. Stephen Lilly
Chairman
Department of Special Education
University of Illinois
Urbana, Illinois

Dr. Stephen B. McCarney
Assistant Professor of Education
Department of Special Education
University of Missouri-Columbia

Mr. John W. Melcher
Early Childhood Handicapped
Supervisor
Wisconsin Department of Public
Instruction
Madison, Wisconsin

Dr. Edward L. Meyen
Associate Vice-Chancellor
University of Kansas
Lawrence, Kansas

Dr. Thomas J. O'Toole
Director of Multifacility Programs/
Alternative Centers
Montgomery County Public Schools
Rockville, Maryland

Ms. Janice R. Duncan
Research Associate
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Dr. James C. Chalfant
Visiting Professor of Education,
and Coordinator
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Dr. Richard C. Schofer
Chairman
Department of Special Education,
and Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

## SECTION I

## INTRODUCTION

During the past 25 years, the field of special education has undergone tremendous growth and change. Advances have been made in the status of knowledge, theory, diagnosis, and instructional techniques. More effective models have been developed for delivering educational services to handicapped children. Institutions of higher education have expanded programs for preparing professional personnel in special education. Laws have been enacted which declare that all handicapped children should be provided with a free and appropriate public education. The number of special education programs in the nation's schools has increased dramatically, regular education has become more involved, and procedural safeguards have been instituted for parents and children.

These changes that have occurred in special education have been the result of a combination of influencing factors; e.g., the Civil Rights movement, state and Federal legislation, litigation and the increasing influence of advocacy groups. If the field of special education is to successfully meet the challenge of the 1980s, tomorrow's leaders must be prepared to plan for, cope with, and/or adapt to the changes which are occurring in our society. Doctoral programs in special education must reflect these changes.

In the final analysis, the quality of doctoral training, whether it be in special education or any other academic field, is dependent upon two essential ingredients: (1) Students who have the ability and motivation to creatively process their experiences and apply them in future leadership roles; and (2) Faculty who have the expertise, the commitment to scholarly pursuits, and the ability to motivate.

## PURPOSE

The Symposium on Doctoral Programs in Special Education was conducted to address many of the issues related to quality doctoral programming during the 1980s. The Symposium had three major purposes:

(1) To share information and ideas about the current state-of-the-art with respect to doctoral programming;
(2) To identify those variables which have an impact on doctoral programming in special education; and
(3) To develop a set of suggested recommendations and alternatives which might be considered for inclusion in doctoral programs for the 1980s.

## PROCEDURE

The Symposium was held on August 29-31, 1979, at Lake of the Ozarks, Missouri. The eleven participants included representation from (a) a local education agency; (b) a state education agency; (c) professors in special education; (d) department chairmen; (e) a Dean of Education; (f) an Associate Vice-Chancellor of a university; and (g) staff from the Project on Cooperative

Manpower Planning in Special Education, University of Missouri-Columbia (A listing of the participants is included on page vii).

The Symposium began with a keynote presentation which addressed the issue of Higher Education in the 1980s. This was followed by small group discussions which helped to set the focus and direction of the Symposium. The format for the remainder of the Symposium was focused on nine content or topic areas. These included:

A. Considerations for evaluation of doctoral programs.
B. Expected generic competencies of future graduates of special education doctoral programs.
C. Anticipated new job roles in special education: implications for doctoral programming.
D. Continuing education needs of doctoral advisors.
E. Research training and experiences in special education doctoral programs.
F. Doctoral internships and practicum: why? what? how?
G. Preparing leaders to work in various special education settings: implications for doctoral programs.
H. Considerations for the selection/recruitment of doctoral students in special education.
I. Responsibilities that doctoral programs have to the students.

The participants studied the seven position papers which were prepared specifically for this symposium and then joined working groups for in-depth discussions of the topics. The discussions were intended to stimulate the sharing of ideas and concepts, identify major issues in doctoral training, and to generate a set of suggested recommendations for alternatives for improving the quality of doctoral programs.

The proceedings generated by each working group were used to prepare a tentative table of contents. This revised table of contents was expanded into detailed section outlines and placed in a question format. The participants were then asked to review the outline and make suggestions for its revision. The initial manuscript was based upon both the revised outline and the Symposium proceedings. Finally, each participant had the opportunity to review, for accuracy, the manuscript and to make suggestions before it was printed.

In summary, this document raises critical issues with respect to doctoral programs in special education, shares ideas and concepts about the state-of-the-art, and presents recommendations and alternatives which might be considered in improving the quality of doctoral training. It was the intention of all who participated in the Symposium that a document be produced that might serve as a stimulus for those who are interested in providing quality programming for doctoral students in special education during the 1980's.

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT: A MANPOWER DATA MANAGEMENT SYSTEM

**********

DEVELOPED THROUGH A SUBCONTRACT BETWEEN
THE UNIVERSITY OF KANSAS
AND THE
PROJECT ON COOPERATIVE MANPOWER PLANNING
IN SPECIAL EDUCATION
UNIVERSITY OF MISSOURI-COLUMBIA

**********

December, 1980
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

# MANPOWER DATA MANAGEMENT SYSTEM:

# PERSONNEL AND STUDENT


Report Developers:

Donna Lehr
Project Staff
Department of Special Education
University of Kansas
Lawrence, Kansas

Edward L. Meyen
Project Director
Department of Special Education
University of Kansas
Lawrence, Kansas

Other Contributors:

Gregorio Diaz
Director
Computer Application Unit
Bureau of Child Research

Rod Owen
Programmer
Computer Application Uni
Bureau of Child Research


1980


This report resulted from a subcontract between the University of Kansas and the Project on Cooperative Manpower Planning in Special Education, Department of Special Education, College of Education, University of Missouri, Columbia. The Project on Cooperative Manpower Planning in Special Education was supported by Grant No. G007602997 (Project No. 451BH70114 and Project No. 451BH80023) from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education and Welfare. The opinions presented herein do not necessarily reflect the opinions or policy of the U. S. Office of Education and no official endorsement by the U. S. Office should be inferred.

## PREFACE

The dissemination of promising practices is a requirement of Public Law 94-142. It is in keeping with this spirit that this manual was developed and is being distributed. The Manpower Data Management System was initially developed through a subcontract with the University of Kansas, with Dr. Edward L. Meyen serving as Coordinator of this activity.

The Manpower Data Management System (System) has two components: (1) The Personnel Data Management System, which addresses teacher supply and demand in local education agencies; and (2) The Student Data Management System, which is designed to collect essential data on individuals receiving training in special education. In most instances, an SEA would coordinate the former (i.e., the Personnel Data Management System), while colleges and universities having training programs in special education would individually implement the latter (i.e., the Student Data Management System). In brief, the System provides a framework for the acquisition of personnel supply and demand data, plus providing for feedback to participating agencies and individuals.

The materials provided in the manual are designed to facilitate their sharing and use with CSPD Committees, public and private agencies, colleges and universities, organizations and others interested in the process of identifying personnel needs. In addition, many pages in the manual are suitable for developing transparencies describing the major components of the System which can be utilized in presentations to various interested groups.

In order for the System to be effective, it is essential that all parties involved recognize its value and have a willingness to cooperate. To be sure, the System has the framework for gathering and exchanging basic information necessary for personnel planning between States, within a State, or within a region of a State.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

**********

The activity which is the subject of this report was supported by Grant No. G007802997 (Project No. 451BH70114 and Project No. 451BH80023) from the Division of Personnel Preparation, Office of Special Education, U.S. Department of Education. (Mr. Joseph T. Gilmore is currently Project Officer.) However, the opinions expressed herein do not necessarily reflect the opinion or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

**********

Columbia, Missouri, 1980

## Acknowledgments

Because of the evolutionary manner in which this project developed a large number of people are due considerable credit for their contributions. The Steering Committee of the Comprehensive Personnel Planning Project (CPPH) in Kansas had considerable influence on the design of the system. The Steering Committee was comprised of representatives of Kansas colleges and universities, the State Department of Education, and the Kansas Special Education Administration Association. While the membership changed during the history of the project, the CPPH organization served as the primary source of influence on the system design. Appreciation is also extended to the faculty members of the college Special Education departments and local district staffs who field tested the system.

The project operates with a small part-time staff generally comprised of a Research Assistant with consultants from the Special Education Department and the Bureau of Child Research offering assistance. During the duration of the project, the following persons played major roles:

Kelvin Davis
Greg Diaz
Donna Lehr
Rod Owen
Trudy Rinne
Clay Sutton
Shirley Young

Special mention is due the Special Education Department secretaries in adjusting to the changes in forms as the systems evolved. Appreciation is also expressed to Vi Gordon for assisting in preparing the final report.

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## Orientation to Report and User Guides

In developing this report, a decision was made to combine a description of the project with a series of "User Guides." The descriptive information will provide the reader background information on the project and an introduction to the student and personnel planning systems. Chapters 1 and 2 are comprehensive but also concise. Information considered useful to the reader has been included but considerable information relative to the project which may be interesting but not perceived as essential to understanding the system has been deleted. The purposes of the first two chapters are to provide an overview of the system and to clarify roles and responsibilities. After studying Chapter 1 and 2, the reader should understand the general nature of the system, the underlying assumptions, the rationale for the design and the capabilities of the system.

While the individuals affiliated with this project recognize that others will need to make modifications in order to implement the system, it was considered important to provide a resource which could serve as a model or at least a basis for modification. To accomplish this, it was decided a series of brief user guides for the various roles involved in the system should be developed, thus, the reason for the "User Guides" for the Personnel Data Mangement System and the Student Data Management System. This is not to suggest five different staffs are required. Rather, five roles or functions were identified and described. The User Guides are written from the perspective of assisting the personnel responsible for these identified functions.

The User Guides include the following:

Personnel Data Management System:

User Guide 1: Coordinator of Personnel Data Management System

User Guide 2: Reporting Agency Staff

User Guide 3: Computer Center Staff

User Guide 4: Computer Operator

User Guide 5: Computer Programmer

Student Data Management System

User Guide 6: Coordinator of Student Data Management System

User Guide 7: Enrollment Center Staff

User Guide 8: Computer Center Staff

User Guide 9: Computer Operator

User Guide 10: Computer Programmer

Note: (Rather than include the required sample form procedures, etc. in the Appendices, they have been included at the end of each User Guide. This makes each Guide an independent manual.)

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT: NEEDS ASSESSMENT CONSIDERATIONS

* * * * * * * * * * * * * * * * * * *

## PROJECT ON COOPERATIVE MANPOWER PLANNING IN SPECIAL EDUCATION

* * * * * * * * * * * * * * * * * * *

June 1981
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

An Equal Opportunity Institution

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:

# NEEDS ASSESSMENT CONSIDERATIONS

James C. Chalfant
Coordinator (1979-80)
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Janice R. Duncan
Assistant Professor
Department of Special Education
Ball State University
Muncie, Indiana

Edward L. Meyen
Associate Vice Chancellor
Office of Research, Graduate Studies
and Public Service
University of Kansas
Lawrence, Kansas

Richard C. Schofer
Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Jerrie Ueberle
formerly with
Arizona State Department
of Education
Phoenix, Arizona

## Other Contributors

Fred Baars, North Carolina State Department of Public Instruction
Anthony J. Biacchi, formerly with National Learning Resource Center of Pennsylvania
Denise Bryant, formerly with Kentucky Department of Education
Sharon Davis, formerly with Council for Exceptional Children
Randy L. Dewar, St. Charles, Missouri Public Schools
William Friedel, formerly with New Jersey Department of Education
Delores John, Missouri Department of Elementary and Secondary Education
Carol Lacey, Texas Education Agency
Janet M. Rosenbaum, Connecticut State Department of Education
Judy Smith, Dissemin/Action
Janet Wessel, Michigan State University

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June 1981
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

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## FOREWORD

Three Symposiums were held in May, July, and October of 1980 in order to address the interest and concern relative to the needs assessment aspect of the Comprehensive System of Personnel Development (CSPD) sections of Public Law 94-142. It is recognized that the quality of services provided to handicapped children and youth is, in part, dependent on the systematic assessment and interpretation of needs within the field followed by appropriate action related to those needs. The Symposiums were used as a forum to discuss the importance, concerns, and strategies associated with needs assessment in the context of CSPD. This document resulted from the Symposiums. It is hoped that it can serve as a resource for those individuals who are involved in needs assessment activities. While it is intended to provide an introduction to needs assessment and offer suggestions about related needs assessment activities, it is obvious that no one document can provide information associated with all the diverse concerns about this subject. Instead, this document should be viewed as one resource which can help the reader develop an overview of needs assessment in the context of CSPD.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, Missouri

## PURPOSE OF HANDBOOK

This handbook is primarily intended to serve as a resource to State Education Agency personnel who are responsible for the development and implementation of needs assessment activities. It is designed to assist these individuals conceptualize, plan, implement, and evaluate their annual needs assessment activities. It is felt that this handbook also would be of value to other agencies and individuals who are or will be involved in various needs assessment activities.

The handbook is concerned with needs assessment in the context of a comprehensive system of personnel development (CSPD). The needs assessment content relates directly to this CSPD context.

The handbook offers alternatives for obtaining, analyzing, and utilizing needs assessment information. It suggests the relationship of needs assessment to participatory planning, preservice and inservice training, dissemination and adoption of promising practices, evaluation, and technical assistance.

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT
# EVALUATION CONSIDERATIONS

* * * * * * * * * * * * * * * * * * * * * * * * * *

## PROJECT ON COOPERATIVE MANPOWER PLANNING
## IN SPECIAL EDUCATION

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May 1982
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

An Equal Opportunity Institution

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:

# EVALUATION CONSIDERATIONS

Janice R. Duncan, Project Consultant
and Assistant Professor
Department of Special Education
Ball State University
Muncie, Indiana

Robert M. Olsen
Associate Research Professor
Teaching Research
Oregon State System of
Higher Education
Monmouth, Oregon

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, Missouri

Other Contributors

Randy L. Dewar, Assistant Superintendent, St. Charles, Missouri Public Schools
C. W. Freston, CSPD Coordinator, Utah State Office of Education, Salt Lake City, Utah
Edward L. Meyen, Associate Vice Chancellor, University of Kansas, Lawrence, Kansas
William V. Schipper, Associate Director, National Association of State Directors of Special Education, Washington, D.C.
Judy Smith, Editor and Publisher, COUNTERPOINT, Falls Church, Virginia
David N. Stockford, Director, Division of Special Education, Department of Educational and Cultural Services, Augusta, Maine
Jerrie Ueberle, CSPD Consultant, Phoenix, Arizona

May 1982
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

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## FOREWORD

In June, 1981, the Project on Cooperative Manpower Planning in Special Education sponsored a Symposium on CSPD Evaluation. This symposium, which was coordinated by Dr. C. W. Freston, Utah State Office of Education, was held in Columbia, Missouri, and included an LEA special education administrator, three IHE personnel, two current and one former SEA personnel, a national leader in dissemination and adoption and an evaluation specialist. The primary purposes of the symposium were to: 1) Conceptualize the role and functions of evaluation within a CSPD framework; 2) Identify issues and concerns commonly associated with such evaluation; and 3) Explore possible evaluation procedures applicable to the personnel development process. It was apparent, based upon the discussions during this symposium, that the evaluation component within CSPD has, in many instances, received only superficial attention. It has too frequently been viewed as an add-on activity to personnel development efforts, rather than an activity that is integrated into the total process. This minimal attention to evaluation appeared to be due to a limited recognition of its benefits, as well as inexperience with the selection and implementation of basic evaluation procedures. An obvious outgrowth of this symposium was to develop a document that could serve as a resource on evaluation for individuals having responsibilities in the realm of personnel development. This document is intended to provide the reader with an overview of evaluation within the context of CSPD. Additional selected resources relating to evaluation are included after Section IV.

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia
Columbia, Missouri

## SECTION I

### Introduction

This publication is one of a series developed by the Project on Cooperative Manpower Planning in Special Education relative to a Comprehensive System of Personnel Development (CSPD) in Special Education. Already developed and disseminated are publications related to the writing of the CSPD Section of the State Plan (Comprehensive System of Personnel Development: A Writer's Handbook) and needs assessment (Comprehensive System of Personnel Development: Needs Assessment Considerations). This document is intended to present information relative to the evaluation of personnel development activities.

Initially, the focus of this document was to clarify the intent of the CSPD sections of Public Law 94-142 regarding evaluation. As the document evolved, however, it became apparent that the concept and importance of personnel development extends beyond legal mandates. To be sure, the provision of personnel development activities which result in thoroughly prepared and competent personnel and the evaluation of these activities are vital for insuring an appropriate education for handicapped children and youth. In this document, evaluation will be addressed in relation to both Public Law 94-142 and to personnel development activities in general.

For personnel development activities to be effective, they must be provided in a comprehensive and systematic manner. CSPD components include participatory planning, needs assessment, inservice training, preservice training, dissemination of promising educational practices, evaluation, and technical assistance. These components should interrelate and overlap to form an integrated comprehensive system. Each component, while unique in certain aspects, also affects and is affected by the other components. This is particularly true of the evaluation component. Evaluation can be tied to each of the components of a comprehensive system of personnel development as a quality control gauge, as well as a method of providing needed information

regarding future change. Evaluation, however, has been identified as the component receiving the least emphasis by states in their various CSPD activities (Schofer and Duncan, 1980). This document is designed to help individuals involved in CSPD activities recognize the importance and application of evaluation. The specific purposes of this document are stated below.

**Purposes**

This document focuses on the evaluation aspects of a comprehensive system of personnel development. Specifically, the purposes are to:

1. Assist State Education Agency personnel in developing an evaluation procedure to assess the effectiveness of activities contributing to personnel development, such as:
   - participatory planning
   - evaluation
   - needs assessment
   - inservice training
   - preservice training
   - technical assistance
   - dissemination and adoption of promising educational practices
2. Increase the understanding of how evaluation can benefit personnel development programs; and
3. Describe strategies and options for evaluating personnel development activities.

Although this document addresses the current mandated requirements of Public Law 94-142, it should be recognized that the real value of a comprehensive system of personnel development is dependent upon appropriate and

integrated *planning, implementation* and *evaluation,* and not merely on a legal mandate. The guidelines incorporated into this resource document are based upon the belief that evaluation is integral to an effective personnel development effort.

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT: INSERVICE CONSIDERATIONS

* * * * * * * * * * * * * * * * * * * * * * * * * * * *

## PROJECT ON COOPERATIVE MANPOWER PLANNING IN SPECIAL EDUCATION

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September, 1982
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

An Equal Opportunity Institution

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT: INSERVICE CONSIDERATIONS

Janice R. Duncan
Assistant Professor
Department of Special Education
Ball State University
Muncie, Indiana

Richard C. Schofer, Director
Project on Cooperative Manpower
Planning in Special Education
University of Missouri-Columbia

Jerrie Ueberle
CSPD Consultant
Phoenix, Arizona

## Other Contributors

Annette Heinrich Barnard, Special Education Teacher, Tempe School District #3, Tempe, Arizona
Richard F. Detweiler, Teacher, Fort Smith, Arkansas
E. Eugene Ensminger, Professor of Special Education, Georgia State University, Atlanta, Georgia
Leonard D. Fitts, Assistant Superintendent, Department of Special Services, Lower Camden County Regional High School, District Number One, Clementon, New Jersey
Stanford Frand, Assistant Director, Personnel Development, Division of Special Education, School District of Philadelphia, Philadelphia, Pennsylvania
W. Lee Herron, Special Education Advisor - Pennsylvania, Pennsylvania Department of Education, Bureau of Special Education, Harrisburg, Pennsylvania
Mary Ann Losh, Supervisor, In-service Programs/CSPD, Title VI-D, EHA, Nebraska Department of Education, Lincoln, Nebraska
Stephen B. McCarney, Coordinator, Area of Behavior Disorders, Department of Special Education, University of Missouri, Columbia, Missouri
Nancy Pope, (former) elementary teacher - currently a trainer with the Colorado Staff Development Project "cadre" and graduate student at the University of Denver, Denver, Colorado
M. Kay Stickle, Coordinator, Resource Center for Educational Services, Ball State University, Muncie, Indiana
Dennis J. Tomasallo (former) School Psychologist, Waupun Public School District, Waupun, Wisconsin
Mary Ann Williams, Director, Special Education, Davis County School District, Farmington, Utah
Niles Wusterbarth, Training Coordinator, Office of the Superintendent of Public Instruction, Olympia, Washington

September, 1982
Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

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## INTRODUCTION

**This publication is one of a series developed by the Project on Cooperative Manpower Planning in Special Education relative to a Comprehensive System of Personnel Development (CSPD) in Special Education. Publications which have already been developed and disseminated are related to the writing of the CSPD Section of the State Plan (Comprehensive System of Personnel Development: A Writer's Handbook); needs assessment (Comprehensive System of Personnel Development: Needs Assessment Considerations); and evaluation (Comprehensive System of Personnel Development: Evaluation Considerations).**

Many publications are available which are intended to give an in-depth background on the development and importance of inservice training; others focus on issues and problems of implementing inservice training, some declare that their goal is to enhance or stimulate thinking. All of these documents serve important purposes. The primary purpose of this document is to stimulate action. It is the intention of the writers to present a "how-to" document about some of the elements of inservice training. The "how-to" approach has been frequently criticized as an approach which limits application and which imposes a particular method or model on the users. This is NOT our intention. Therefore, we have attempted to design the document so that the users are encouraged to adapt and modify the suggestions to their own unique situations and needs. Additional reading is not only recommended, but it is encouraged so that the users of this document have a good working knowledge of some of the factors important to inservice training activities; e.g., needs assessment and evaluation, before attempting to utilize this document as a guide in designing new inservice activities or in evaluating or modifying existing activities.

This document is presented in a step-like manner. Each section is designed as one step in the continuum of development, implementation, and

evaluation of inservice activities. The format of each section differs somewhat, depending on the topic of that section, but, in general, sections have been designed with limited narrative, followed by a workpage for users to make their own notes. Statements from the "field" are included with each section to illustrate some of the points being made. These are comments from teaching staff of local education agencies (LEAs), administrators of LEAs and regional educational units, State education agency (SEA) personnel and individuals who work at colleges or universities. Clearly, the tone of these comments reflect how seriously inservice activities are viewed in the "field".

When appropriate, some sections of the document include definitions and references to the requirements of Public Law 94-142. A question-answer format is utilized to respond to a few of the more frequently asked questions relating to some topics. Both positive and negative responses are provided to illustrate preferable methods, as well as undesirable courses of action. Some sections include lists of do's and don'ts, major points, roadblocks and facilitators, or brief suggestions.

APPENDIX H

# REGIONAL WORKSHOPS ON COMPREHENSIVE SYSTEMS OF PERSONNEL DEVELOPMENT (CSPD)

May, 1980

Conducted By
Project on Cooperative Manpower Planning
in Special Education
University of Missouri-Columbia
Columbia, Missouri

PART I

DESCRIPTION OF THE REGIONAL WORKSHOPS

Seven Regional Workshops were held which focused upon the content, strategies, and methodologies involved in updating, establishing, implementing, and evaluating comprehensive systems of personnel development (CSPD), under Public Law 94-142.

Each Regional Workshop was targeted for 5-9 States. Each State was invited to send four representatives: 1) State Director of Special Education; 2) Part D/CSPD Coordinator; 3) a regular educator; and 4) a college or university person who was actively involved with CSPD. Staff for the workshops included Project staff, selected consultants, and representatives from some other national impact projects which relate to CSPD activities. These workshops were structured in such a manner as to facilitate an interchange of ideas and concerns relative to personnel planning and development in the education of the handicapped.

A. WORKSHOP SCHEDULE

| | |
|---|---|
| February 3-5 | Oklahoma City, Oklahoma |
| February 10-12 | Atlanta, Georgia |
| February 17-19 | Reno, Nevada |
| February 24-26 | Boise, Idaho |
| March 11-13 | Columbus, Ohio |
| March 18-20 | Minneapolis, Minnesota |
| March 4-6 | Newton, Massachusetts |

## B. WORKSHOP STAFF

Mr. Joseph T. Gilmore
Division of Personnel Preparation
Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C.

Dr. Richard C. Schofer, Director
Project on Cooperative Manpower Planning
in Special Education,
and Chairman
Department of Special Education
University of Missouri-Columbia

Dr. James C. Chalfant, Coordinator
Project on Cooperative Manpower Planning
in Special Education
Department of Special Education
University of Missouri-Columbia

Ms. Jerrie Ueberle
Arizona State Department of Education
(On Leave)
Phoenix, Arizona

Ms. Judy Smith, Director
Dissemin/Action
Falls Church, Virginia

Staff and Consultants
National Inservice Network
Indiana University
Bloomington, Indiana

Dr. Edward L. Meyen
Associate Vice Chancellor
University of Kansas
Lawrence, Kansas

Ms. Donna Lehr
Department of Special Education
University of Kansas
Lawrence, Kansas

## C. WORKSHOP AGENDA

FIRST DAY

| | |
|---|---|
| 7:00 p.m. - 7:30 p.m. | Welcome - Introductions<br>Dr. Richard C. Schofer |

| | |
|---|---|
| | Workshop Overview: Purposes and Format<br>Dr. James C. Chalfant |
| 7:30 p.m. - 8:30 p.m. | Keynote Address<br>Mr. Joseph T. Gilmore<br>Division of Personnel Preparation<br>Bureau of Education for the Handicapped |
| 8:30 p.m. | Getting Acquainted |

SECOND DAY

| | |
|---|---|
| 8:30 a.m. - 9:00 a.m. | Coffee and Rolls |
| 9:00 a.m. -10:45 a.m. | Introductory Remarks<br>Dr. Richard C. Schofer<br><br>Individual Discussions of State CSPD Activities |
| 10:45 a.m. -11:45 a.m. | Analysis and Discussion of Identified State Concerns and Needs Relative to CSPD<br>Ms. Jerrie Ueberle |
| 11:45 a.m. - 1:30 p.m. | Lunch |
| 1:00 p.m. - 1:30 p.m. | Continuation of Morning Session<br>Ms. Jerrie Ueberle |
| 1:30 p.m. - 3:00 p.m. | Modeling Collaborative Planning for Statewide Inservice Programs<br>National Inservice Network Staff (NIN)* |
| 3:00 p.m. - 3:15 p.m. | Break |
| 3:15 p.m. - 4:15 p.m. | Individual Discussions of State CSPD Activities |
| 4:15 p.m. - 5:45 p.m. | Overview and discussion of the "Dissemination and Adoption" Component of CSPD<br>Ms. Judy Smith, Dissemin/Action* |
| 5:45 p.m. - | Dinner - On Your Own |

(*NIN and Dissemin/Action alternated times)

THIRD DAY

| | |
|---|---|
| 8:30 a.m. - 9:00 a.m. | Coffee and Rolls |
| 9:00 a.m. -10:30 a.m. | Discussion of Personnel Data Management System: Considerations for Implementation<br>Dr. Edward L. Meyen or Ms. Donna Lehr |
| 10:30 a.m. -10:45 a.m. | Coffee Break |
| 10:45 a.m. -12:00 NOON | Small Group Sessions Focusing Upon Participatory Planning and Needs Assessment |
| 12:00 NOON - 1:15 p.m. | Lunch and Check-Out |
| 1:15 p.m. - 2:00 p.m. | Small Group Sessions Focusing Upon Preservice and Evaluation |
| 2:00 p.m. - 2:45 p.m. | Summation and Closing Remarks<br>Mr. Joseph T. Gilmore<br>Dr. Richard C. Schofer |
| 2:45 p.m. - 3:00 p.m. | Workshop Evaluation |
| 3:00 p.m. | Adjourn |

D. PARTICIPATING STATES

| REGIONAL WORKSHOP | STATES SENDING ONE OR MORE REPRESENTATIVES | | STATES SENDING NO REPRESENTATIVES |
|---|---|---|---|
| Oklahoma City<br>February 3-5, 1980<br>(Lower Plains Region) | Arkansas<br>Colorado<br>Kansas | Nebraska<br>Oklahoma<br>Texas | New Mexico |
| Atlanta<br>February 10-12, 1980<br>(Southeast Region) | Alabama<br>Florida<br>Georgia<br>Louisiana | North Carolina<br>South Carolina<br>Tennessee | Mississippi<br>Puerto Rico |
| Reno<br>February 17-19, 1980<br>(Southwest Region) | Arizona<br>California | Hawaii<br>Utah | Nevada |
| Boise<br>February 24-26, 1980<br>(Northwest Region) | Alaska<br>Idaho<br>Montana | Oregon<br>Washington | Wyoming |

| REGIONAL WORKSHOP | STATES SENDING ONE OR MORE REPRESENTATIVES | | STATES SENDING NO REPRESENTATIVES |
|---|---|---|---|
| Columbus<br>March 11-13, 1980<br>(East Central Region) | Delaware<br>Indiana<br>Kentucky<br>Michigan | Ohio<br>Virginia<br>West Virginia | Maryland<br>Washington, D.C. |
| Minneapolis<br>March 18-20, 1980<br>(Upper Plains Region) | Illinois<br>Iowa<br>Minnesota<br>Missouri | North Dakota<br>South Dakota<br>Wisconsin | |
| Newton, Mass.<br>May 4-6, 1980<br>(Northeast Region) | Connecticut<br>Massachusetts<br>New Hampshire<br>New York | Pennsylvania<br>Rhode Island<br>Vermont | Maine<br>New Jersey |
| SEVEN WORKSHOPS | 43 STATES | | 9 STATES |

# Regional Workshops on Comprehensive Systems of Personnel Development (CSPD)

Holiday Inn Airport/South
Atlanta, Georgia
December 13-15, 1981

*Conducted By*

Project on Cooperative Manpower Planning in Special Education
University of Missouri-Columbia

UNIVERSITY OF MISSOURI-COLUMBIA

**Sunday, December 13, 1981**

| | |
|---|---|
| 7:00 p.m.-7:30 p.m. | Welcome - Introductions<br>Dr. Richard C. Schofer<br>Workshop Overview: Purposes and Format<br>Dr. Janice R. Duncan |
| 7:30 p.m.-8:30 p.m. | Keynote Address |
| 8:30 p.m. | Getting Acquainted |

**Monday, December 14, 1981**

| | |
|---|---|
| 8:00 a.m.-8:45 a.m. | Continental Breakfast - Buffet Style |
| 8:45 a.m.-9.45 a.m. | Introductory Remarks<br>Dr. Richard C. Schofer<br>Session A: CSPD Review and Update<br>Workshop Staff<br>Session B: SpecialNet<br>Mr. Gary Snodgrass |
| 9:45 a.m.-10:30 a.m. | Repeat Sessions A and B |
| 10:30 a.m.-10:45 a.m. | Break |
| 10:45 a.m.-11:45 a.m. | State CSPD Exchange: Presentations of Individual State CSPD Activities<br>Facilitator: Ms. Jerrie Ueberle |
| 11:45 a.m.-1:00 p.m. | Lunch - On Your Own |
| 1:00 p.m.-2:45 p.m. | Continuation of State CSPD Exchange |
| 2:45 p.m.-3:00 p.m. | Break |
| 3:00 p.m.-3:45 p.m. | CSPD: The Essential Ingredient for a Free, Appropriate Public Education (FAPE)<br>Dr. Leonard W. Hall, Assistant Commissioner<br>Division of Special Education |

| | |
|---|---|
| | Missouri Department of Elementary and Secondary Education, and Past-President NASDSE |
| 3:45 p.m.-4:45 p.m. | CSPD Implementation Strategies: Participatory Planning (including Preservice Considerations)<br>Dr. Gene Ensminger, Georgia St. Un. |
| 4:45 p.m.-5:30 p.m. | SpecialNet - Mr. Snodgrass will be available for individual questions regarding SpecialNet |
| | Dinner - On Your Own |

**Tuesday, December 15, 1981**

| | |
|---|---|
| 8:00 a.m.-8:45 a.m. | Continental Breakfast - Buffet Style |
| 8:45 a.m.-11:45 a.m. | CSPD Implementation Strategies:<br>a. Needs Assessment-Dr. Janice Duncan<br>b. Inservice-Ms. Jerrie Ueberle<br>c. Evaluation-Mr. Bob Olsen, Teaching Research - Oregon |
| 11:45 a.m.-12:45 p.m. | Lunch - On Your Own |
| 12:45 p.m.-2:30 p.m. | Continuation of CSPD Implementation Strategies:<br>d. Dissemination and Adoption-Dr. Judy Smith<br>e. Technical Assistance-Mr. Fred J. Baars, North Carolina SEA |
| 2:30 p.m.-2:45 p.m. | Break |
| 2:45 p.m.-3:15 p.m. | CSPD: Future Opportunities |
| 3:15 p.m.-3:30 p.m. | Wrap-up Activities<br>Workshop Evaluation |
| 3:30 p.m. | ADJOURN |

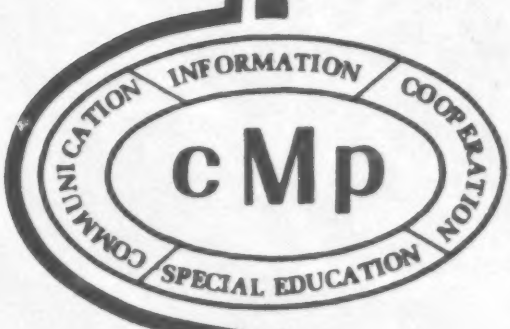
## WORKSHOP STAFF

Dr. Richard C. Schofer, Director
Project on Cooperative Manpower Planning
in Special Education, and Chairman
Department of Special Education
University of Missouri-Columbia

Dr. Janice R. Duncan
Ball State University
Muncie, Indiana

Dr. Leonard W. Hall, Assistant
Commissioner
Division of Special Education
Missouri Department of Elementary and
Secondary Education

Mr. Robert M. Olsen
Associate Research Professor
Teaching Research
Monmouth, Oregon




Dr. Judy Smith, Director
Dissemin/Action
Falls Church, Virginia

Mr. Gary Snodgrass,
President
National Systems of
Management, Inc.
Washington, D.C.

Ms. Jerrie Ueberle
CSPD Consultant
Phoenix, Arizona